Assessment Rubric for BGP ECOC Learning Outcomes

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| **BGP Learning Outcomes:**  **English Composition & Oral Communication (ECOC)** | **Exceeds Expectations**  **2** | **Meets Expectations**  **1** | **Does Not Meet Expectations**  **0** |
| **ECOC 1. Formulate** effective written and/or oral arguments which are based upon appropriate, credible research. | Writing demonstrates appropriate attention to sustained argument and/or credible, relevant research. | Writing demonstrates basic attention to sustained argument and/or credible, relevant research. | Writing lacks a sustained argument and/or credible, relevant research. |
| **ECOC 2. Construct** materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences. | Writing demonstrates appropriate attention to context, audience, and assigned task | Writing demonstrates basic attention to context, audience, and assigned task. | Writing lacks minimal attention to context, audience, and assigned task. |
| **ECOC 3. Analyze** how the principles of rhetoric work together to promote effective communication. | Writing demonstrates appropriate attention to purpose and to connecting various rhetorical elements into a whole essay. | Writing demonstrates basic attention to purpose and to connecting various rhetorical elements into a whole essay. | Writing does not demonstrate basic attention to purpose or to connecting various rhetorical elements into a whole essay. |
| **ECOC 4. Communicate** effectively when participating in small groups and/or making formal presentations. | Engagement with small-group and/or whole-class discussions demonstrates strategies of effective communication. | Engagement with small-group and/or whole-class discussions demonstrates attempts at effective communication. | Engagement with small-group and/or whole-class discussions does not demonstrate attempts at effective communication. |
| **ECOC 5. Utilize** rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels or formality. | Writing demonstrates appropriate attention to rhetorical situation, including tone, language level, and word choice. | Writing demonstrates basic attention to rhetorical situation, including tone, language level, and word choice. | Writing lacks minimal attention to rhetorical situation, including tone choice, language level, and word choice. |
| **ECOC 6. Demonstrate** critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view. | Writing demonstrates clear critical thinking and an ability to synthesize various points of view. | Writing demonstrates basic critical thinking and an ability to synthesize various points of view. | Writing does not demonstrate clear critical thinking or an ability to synthesize various points of view. |